

**Lamar Elementary**  
214 North Darlington St.  
Lamar, SC 29069

<b>Grades</b>	K-3 Elementary School	
<b>Enrollment</b>	344 Students	
<b>Principal</b>	Garry Flowers	843-326-7575
<b>Superintendent</b>	Dr. Rainey Knight	843-398-5200
<b>Board Chair</b>	Mr. Warren Jeffords	843-326-5970

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
2	7	49	72	15

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Average	Excellent	No
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Below Average	Unsatisfactory	Yes

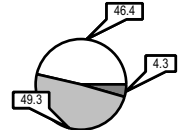
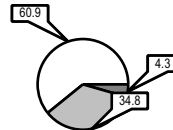
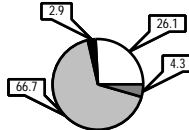
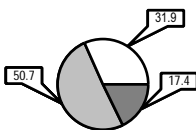
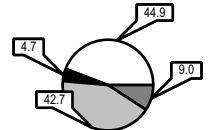
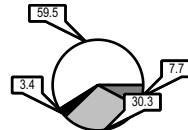
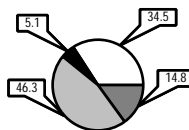
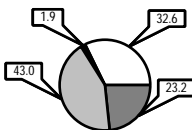
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	73	100.0	31.9	50.7	17.4	0.0	29.0	Yes	Yes
<b>Gender</b>									
Male	44	100.0	36.6	48.8	14.6	0.0	24.4		
Female	29	100.0	25.0	53.6	21.4	0.0	35.7		
<b>Racial/Ethnic Group</b>									
White	15	100.0	20.0	46.7	33.3	0.0	46.7	I/S	I/S
African American	58	100.0	35.2	51.9	13.0	0.0	24.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	59	100.0	22.8	57.9	19.3	0.0	33.3		
Disabled	14	100.0	75.0	16.7	8.3	0.0	8.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	73	100.0	31.9	50.7	17.4	0.0	29.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	73	100.0	31.9	50.7	17.4	0.0	29.0		
<b>Socio-Economic Status</b>									
Subsidized meals	66	100.0	35.5	48.4	16.1	0.0	25.8	Yes	Yes
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	73	100.0	26.1	66.7	4.3	2.9	27.5	Yes	Yes
<b>Gender</b>									
Male	44	100.0	24.4	65.9	7.3	2.4	39.0		
Female	29	100.0	28.6	67.9	0.0	3.6	10.7		
<b>Racial/Ethnic Group</b>									
White	15	100.0	13.3	66.7	13.3	6.7	46.7	I/S	I/S
African American	58	100.0	29.6	66.7	1.9	1.9	22.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	59	100.0	19.3	71.9	5.3	3.5	33.3		
Disabled	14	100.0	58.3	41.7	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	73	100.0	26.1	66.7	4.3	2.9	27.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	73	100.0	26.1	66.7	4.3	2.9	27.5		
<b>Socio-Economic Status</b>									
Subsidized meals	66	100.0	29.0	64.5	4.8	1.6	24.2	Yes	Yes
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	73	100.0	60.9	34.8	4.3	0.0	4.3
<b>Gender</b>							
Male	44	100.0	61.0	31.7	7.3	0.0	7.3
Female	29	100.0	60.7	39.3	0.0	0.0	0.0
<b>Racial/Ethnic Group</b>							
White	15	100.0	40.0	46.7	13.3	0.0	13.3
African American	58	100.0	66.7	31.5	1.9	0.0	1.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	59	100.0	59.6	35.1	5.3	0.0	5.3
Disabled	14	100.0	66.7	33.3	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	73	100.0	60.9	34.8	4.3	0.0	4.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	73	100.0	60.9	34.8	4.3	0.0	4.3
<b>Socio-Economic Status</b>							
Subsidized meals	66	100.0	62.9	35.5	1.6	0.0	1.6
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	73	100.0	46.4	49.3	4.3	0.0	4.3
<b>Gender</b>							
Male	44	100.0	46.3	46.3	7.3	0.0	7.3
Female	29	100.0	46.4	53.6	0.0	0.0	0.0
<b>Racial/Ethnic Group</b>							
White	15	100.0	26.7	60.0	13.3	0.0	13.3
African American	58	100.0	51.9	46.3	1.9	0.0	1.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	59	100.0	40.4	54.4	5.3	0.0	5.3
Disabled	14	100.0	75.0	25.0	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	73	100.0	46.4	49.3	4.3	0.0	4.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	73	100.0	46.4	49.3	4.3	0.0	4.3
<b>Socio-Economic Status</b>							
Subsidized meals	66	100.0	50.0	48.4	1.6	0.0	1.6
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	76	100.0	25.7	40.5	32.4	1.4	33.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	73	100.0	31.9	50.7	17.4	0.0	17.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	76	100.0	29.7	55.4	13.5	1.4	14.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	73	100.0	26.1	66.7	4.3	2.9	7.2
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	73	100.0	60.9	34.8	4.3	0.0	4.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	73	100.0	46.4	49.3	4.3	0.0	4.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 344)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.8%	Down from 4.6%	3.9%	3.0%
Attendance rate	95.9%	Down from 96.0%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.9%	Up from 4.0%	5.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%	Up from 2.6%	5.0%	3.2%
Eligible for gifted and talented	1.4%	Down from 3.8%	4.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.0%	Up from 8.0%	7.9%	8.2%
Older than usual for grade	0.9%	Up from 0.3%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 26)</b>				
Teachers with advanced degrees	76.9%	Up from 67.9%	50.0%	52.6%
Continuing contract teachers	92.3%	Down from 96.4%	76.0%	83.3%
Highly qualified teachers	96.0%	Up from 95.7%	92.3%	93.5%
Teachers with emergency or provisional certificates	4.2%	Up from 3.8%	2.8%	0.0%
Teachers returning from previous year	87.7%	Down from 88.8%	83.4%	87.0%
Teacher attendance rate	96.0%	Up from 95.9%	94.9%	95.0%
Average teacher salary	\$44,236	Up 3.0%	\$40,366	\$41,703
Prof. development days/teacher	18.1 days	Up from 14.7 days	13.8 days	12.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.2 to 1	16.6 to 1	18.8 to 1
Prime instructional time	89.4%	Down from 89.5%	88.9%	89.8%
Dollars spent per pupil*	\$7,043	Up 10.3%	\$7,401	\$6,242
Percent of expenditures for teacher salaries*	73.5%	Up from 70.8%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	97.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The staff at Lamar Elementary School started the 2004-2005 school year with much anticipation and excitement. Through Title I assistance, hard work, and dedication Lamar Elementary accomplished the following:

Lamar Elementary School received a State Palmetto Silver Award for increases in PACT scores. We also met Adequate Yearly Progress for the 2003-2004 school year. An Explores 21st Century Grant continued to fund the after-school program.

In the second year of a Comprehensive School Reform Grant, the Lightspan program was fully implemented to include all grades. A home deployment system was started to put PlayStations with standards-based CD's in the homes. A Student Study Team was set up to assist students that need extra help in Reading and Math. Interventions were provided to assist these students. Classroom teachers attended a second training in Math Solutions to further enhance math instruction.

All classroom teachers were trained in the Dominie Reading Assessment.

A monthly Principal's Chat continued to help better communicate with parents.

A Student of the Week program was started.

All students in grades 1 - 3 received small group reading instruction with leveled books through the Rigby Reading Series and with Title I Assistance.

Mrs. Glenda Cottingham was named Teacher of the Year.

Of our 29 teachers, 24 have advanced degrees. Ten hold a Master's Degree plus 30, 12 hold a Master's Degree, and two hold doctorates. One teacher is National Board Certified and five more are participating in the process.

The Lamar Elementary PTA supported the school by helping fund a Family Fun Day, Teacher Appreciation Week, and various other needs of the school. The School Improvement Council was active and helped shaped the school climate to strengthen the instructional program. The School Improvement Council also helped write a five-year plan for improvement.

We at Lamar Elementary will continue to strive to educate all students and be a positive influence to the community.

Garry Flowers  
Elizabeth Collins

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	30	65	52
Percent satisfied with learning environment	50.0%	87.5%	84.6%
Percent satisfied with social and physical environment	37.9%	81.3%	70.6%
Percent satisfied with school-home relations	41.4%	93.8%	74.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.